

GROWING A K-2 NURTURING PROGRAM

with Lisa LaRotonda & Lisa Pagano
Charlotte-Mecklenburg Schools



MEET YOUR PRESENTERS!



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ACCESS OUR SESSION...



<http://bit.ly/k2nurturing>

OUR SESSION GOALS

- Share our journey in creating a K-2 Nurturing Program for our large, urban school district.
- Inspire participants to reflect on current practices and identify areas for growth.



BACKGROUND

108 elementary schools,
including 6 Learning
Immersion/Talent
Development (LI/TD) Magnets

Talent Development
(TD) Catalyst Model



Each elementary
school has a TD
Catalyst Teacher

Each LI/TD Magnet
School is supported by a
Magnet Coordinator and
TD Catalyst Teacher

TALENT DEVELOPMENT CATALYST MODEL

TD Teacher brings:

- Expertise in gifted education
- Understanding of best practices
- Collaboration and consultation skills
- Knowledge of students' strengths

The Catalyst
Model combines
the unique strengths,
skill sets, and
expertise of the
teachers.

Classroom Teacher brings:

- Knowledge of grade level curriculum
- Understanding of best practices
- Curriculum integration skills
- Family & social issues of the students



Every Child. Every Day. For a Better Tomorrow.

The collaborative
and consultative nature of the
Catalyst Model results in...

More
frequently
implemented
differentiated
services

Adaptive to the
unique strengths
and needs of
each school

Joint ownership
of students

Increased rigor
and acceleration

Flexible
participation
of students

Impacts total
school
(support personnel,
community overall
culture, etc.)

Flexibly scheduled
instruction

Flexibly paced
instruction



Challenging Students Maximizing Potential

SECOND GRADE SCREENING PROCESS

- Universal screening of all 2nd graders
- All 2nd graders receive informal opportunity (Gifted Rating Scales-- GRS) and formal opportunity (Cognitive Abilities Test-- CogAT7)
- Students accumulate points on TD Identification Rubric
- Other formal and informal opportunities available for students who meet certain criteria (ITBS achievement testing and portfolio)

Charlotte-Mecklenburg Talent Development Identification 2013-2016

An accumulation of 12 points is required for AIG certification in BOTH Reading and Math.

Aptitude		Achievement		Informal	
* Nationally-Normed Aptitude Test Overall Age Composite		* Nationally-Normed Achievement Test or EOG results		* Informal assessments are only available for CMS second grade students.	
SCORE	POINTS	SCORE: Reading	POINTS	Gifted Rating Scale	
96% or above	12	96% or above	4	Student received 3 t- scores of 65 or higher.	6
92 – 95%	6	92 – 95%	3		
87 – 91%	4	87 – 91%	2		
86% or below	0	86% or below	0		
*Students who score above an 87% age overall composite, verbal composite, or quantitative/nonverbal composite will be eligible for the ITBS.				Portfolio: Eligible to CMS 2 nd grade students who scored 92 – 95% composite on the CMS administered nationally- normed aptitude test OR received 3 t-scores of 65 or higher on GRS.	
		SCORE: Math	POINTS		
		96% or above	4	Student received 12 points on the Portfolio scoring matrix.	6
		92 – 95%	3		
		87 – 91%	2		
		86% or below	0		
Total		Total		Total	

Aptitude Total ____ + Achievement Total ____ + Informal Total ____ =

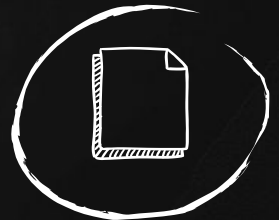
An accumulation of 6 points is required for AIG certification in Reading ONLY or Math ONLY.

Reading ONLY		Math ONLY	
* Certification in Reading ONLY can be considered using the same battery of assessment results.		* Certification in Math Only can be considered using the same battery of assessment results.	
Verbal Aptitude	POINTS	Quantitative/Nonverbal Aptitude	POINTS
96% or above	4	96% or above	4
92 – 95%	3	92 – 95%	3
87 – 91%	2	87 – 91%	2
86% or below	0	86% or below	0
Reading Achievement		Math Achievement	
		96% or above	
		92 – 95%	
		87 – 91%	
		86% or below	
Total		Total	

* Outside of CMS testing results are valid if both aptitude and achievement tests are administered by a state licensed psychologist and submitted. Test results for identification are valid for 24 months after testing date. See Appendix C for approved tests.

SECOND GRADE TD PORTFOLIOS

- Analysis of work samples
- Categories:
 - Advanced Language
 - Analytical Thinking
 - Motivation/Perseverance/Leadership
 - Perspective/Sensitivity/Humor
 - Creativity/Artistic Talent



2ND GRADE TD SCREENING



MISSING:

- CURRICULUM
- RESOURCES
- TEACHER PD



3RD-5TH GRADE TALENT
DEVELOPMENT PROGRAM

OUR K-2
NURTURING
COMMITTEE

TD Catalyst Teachers

LI/TD Magnet Coordinators

K-2 Teachers in LI/TD
Magnet Schools

PURPOSE:

- Address needs of K-2 students with varied experiences and support classroom teachers
- Designed to nurture students with less experiences as well as enrich more advanced students
- Exposes K-2 students to a variety of gifted strategies and immerses them in rigorous, relevant instruction

OUR JOURNEY



PROFESSIONAL
DEVELOPMENT



COLLABORATION



CONCEPT-BASED
UNITS



PROFESSIONAL DEVELOPMENT

How has professional development
enhanced teaching and learning for K-2 students?

PROFESSIONAL DEVELOPMENT

- Building block to enhancing K-2 teacher knowledge
- Aligned to 2nd Grade Portfolio Process
- Our Guiding Question: How can K-2 teachers provide opportunities for students to demonstrate advanced language and analytical thinking?

PROFESSIONAL DEVELOPMENT

- Hands-on, interactive, applicable sessions
- Contains multiple student examples
- Aligns with Common Core Standards
- “Train the Trainer” Model with TD Catalyst Teachers who shared sessions at their schools

PROFESSIONAL DEVELOPMENT SESSIONS

Advanced
Language

ADVANCED LANGUAGE

K-2 Professional Development



Developing Analytical
Thinking in K-2 Learners



How do I implement rigor,
relevance, and the Common Core
into my overall instruction?

Analytical
Thinking

Session Objectives:

- **Define** analytical thinking.
- **Describe** observable behaviors that analytical thinkers display.
- **Examine** student work products to identify analytical thinking.
- **Research** and **evaluate** strategies for promoting analytical thinking in K-2 learners.



A K-2 Nurturing Adventure

Tips for Professional Development Implementation



Choose your own adventure ...

One Session or Multiple Sessions?

- Two different presentation options (based on how you choose to implement it with your staff).
 - Option A = One session: Present the PowerPoint, summarize the articles within session
 - Option B = Multiple sessions: Participants access the articles, read and respond as homework. Present the PowerPoint after articles are read.
 - This option allows for credit in MyPD
 - A generic MyPD explanation will be posted on the wiki. You will need to meet with your school's MyPD contact to modify it for your school by changing meeting times, dates, etc.
- Set up an Edmodo class for your participants. Have them set up an account and join your class. All participant reflections and lessons can be posted to Edmodo. This makes it easy for you to keep track of who gets credit, and allows teachers to share their reflections and lessons with each other, not just you.

Preparing for your adventure ...

Student Work

- Make copies of the student work packets for teachers to analyze. The presentation includes a jigsaw where each group studies a different set of samples. Then, each group shares with the whole group. You can decide to copy all samples for each group, or just a couple. It is up to you.

Resources

- Bring the resources highlighted in the presentation to the meeting. You can show them the resources as you present and teachers can check them out and begin working with them immediately.
- It is helpful to have the picture books handy when presenting so you can discuss why they lend themselves to advanced language or analytical thinking.
- You can order most of the picture books from Amazon, but many school libraries will have these titles.

Interactive Presentation Tips

- Remind participants to bring their devices to the meeting.
 - Poll Everywhere- Use this website to set up a poll where teachers respond to questions on their wireless devices throughout the presentation.
 - Padlet- This app will allow teachers to "write" on electronic sticky notes, which will post to your presentation as groups finish with them.

The adventure continues ...

Model Lessons/Planning

- This presentation may lead to opportunities for you to model a lesson for a teacher or help plan a lesson. You may want to bring sign-up sheets (or use <http://www.signupgenius.com/>) so teachers can sign-up for a planning time or a model lesson time after the class. This is important as it supports the teachers throughout the process.

PROFESSIONAL DEVELOPMENT IMPLEMENTATION

Our TD Catalyst Teachers
facilitated professional
development sessions within their
own schools to take teachers on
the K-2 Nurturing Journey.





COLLABORATION

How has this increased and enhanced
collaboration among our district?

COLLABORATION

- Department collaboration with classroom teachers, LI/TD Magnet Coordinators, and TD Catalyst Teachers to create and design curriculum
- Feedback from classroom teachers, administrators, TD Catalyst Teachers, LI/TD Magnet Coordinators, and Academic Facilitators for unit revision
- Sharing of units with TD Catalyst Teachers and dialogue about implementation ideas



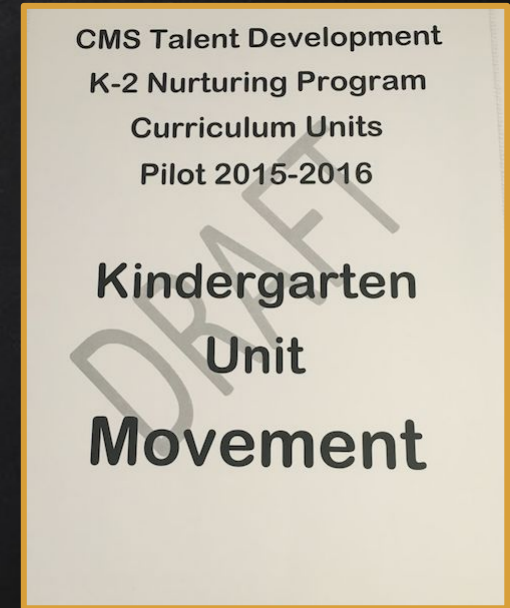
CONCEPT-BASED UNITS

What products were created to enhance K-2 instruction?

OVERVIEW OF OUR K-2 UNITS

- Concept-Based
 - examples: change, patterns, etc...
- Interdisciplinary
- Aligned with Common Core & Essential Standards
- Flexible pacing
- Whole-group or small group
- May be used in parts or in its entirety
- Created by K-2 Nurturing Committee in summer

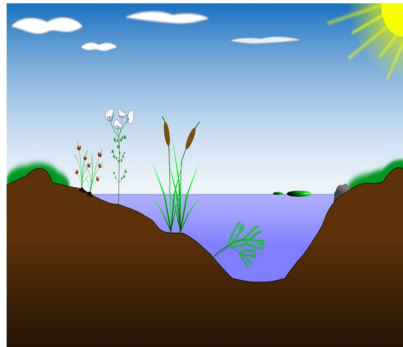
KINDERGARTEN



FIRST GRADE



First Grade Concept-Based Unit: Relationships



CMS Talent Development
K-2 Nurturing Program
Curriculum Units
Pilot 2015-2016

First Grade Unit Relationships In Communities

SECOND GRADE



Talent Development
K-2 Nurturing Program
April 2014

Second Grade Change

Property of
CMS Talent Development/Advanced Studies/AVID



Talent Development
K-2 Nurturing Program
April 2015

Second Grade Change

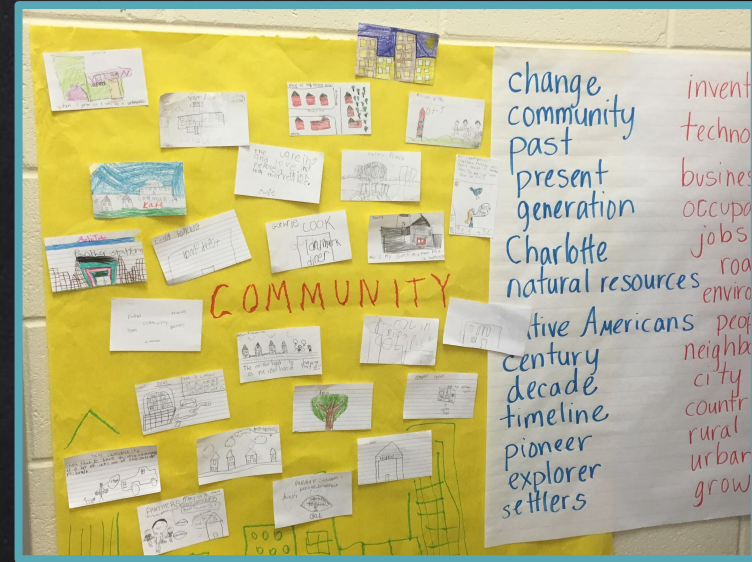
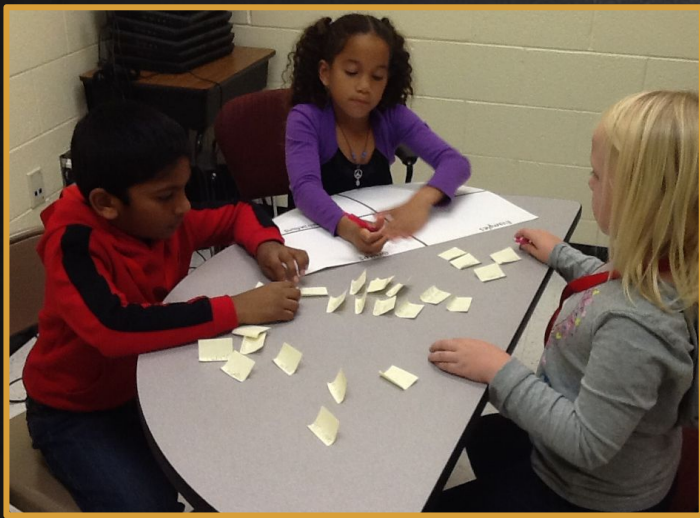
Property of
CMS Talent Development/Advanced Studies/AVID

CMS Talent Development
K-2 Nurturing Program
Curriculum Units
Pilot 2015-2016

Second Grade Unit Changes

Our Charlotte Community

Second Grade Unit Change PBL



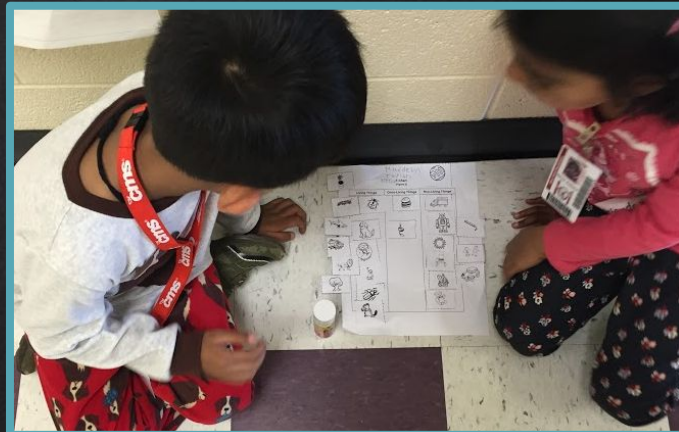
Movement Examples and Non-Examples

Examples

cars
birds
grass
pencil
snow falling
water in sewer
earth
flag
food
door
eyes
wheels
birds
dogs
rocking chair
people
light

Non-Examples

house
structures
building
sidewalk
playground
sewer
school
sun
pole
fence
picnic table
state of NC
sphinx
pool
pyramids
moon
floor
bricks
pipes
walls



Living

Flower
Human
Bird
Tree

Non-Living

Sidewalk
Computer
Cart
Building
Roof
Classroom
Sun

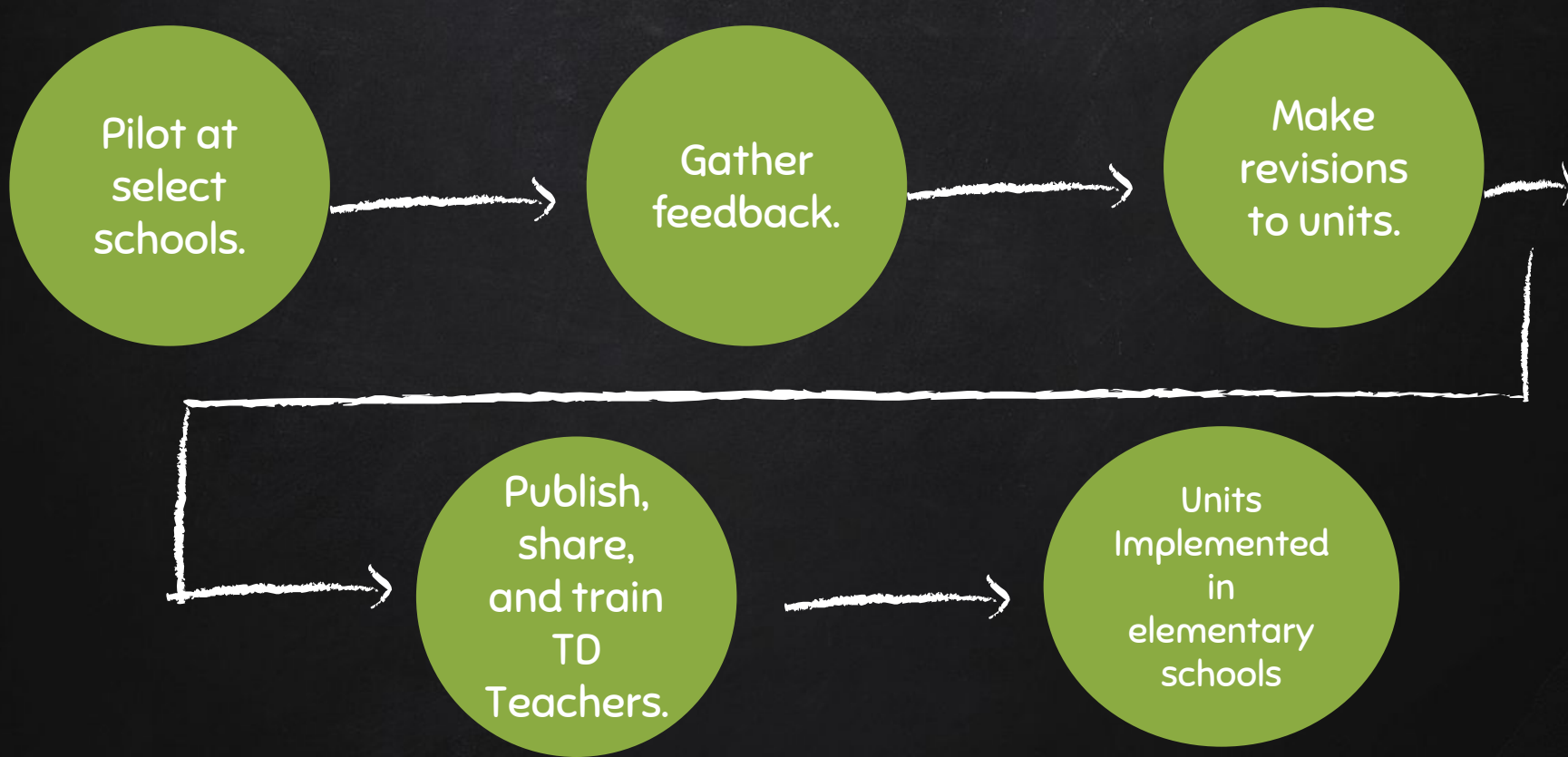
Paper
Beef
Cotton Cloth
Dinosaur



“I have had the opportunity to implement each part of the K-2 Nurturing Units in my first grade classroom for the past two years. When beginning each unit, my children are hesitant because it forces them to leave their **comfort zone** and move to an area of thinking that doesn't come as easily. As we have progressed through each unit I have seen my children **grow** with the academic content, but more importantly I have seen them **persevere** and be more **willing to take risks** with their learning. Moving through each unit, I have found that the concepts stick with the children for the rest of the school year. They **notice relationships and patterns** in just about everything we are doing. This has helped them form a **greater connection** with the content that we are introducing and working with.”

--1st Grade Learning Immersion Teacher

UNIT IMPLEMENTATION



LEARN ABOUT OUR FIRST UNITS!

K-2 TD
Nurturing Units

Concept-Based Enrichment Units

UNIT SHARE

1st Grade Patterns



a Concept-Based Unit

TD Teachers were provided with opportunities to learn about each unit and how to implement it.

This is an example of how the 1st Grade team shared their unit with TD Catalyst Teachers.

GALLERY WALK WITH UNITS

After checking out the units,
please stop & jot...



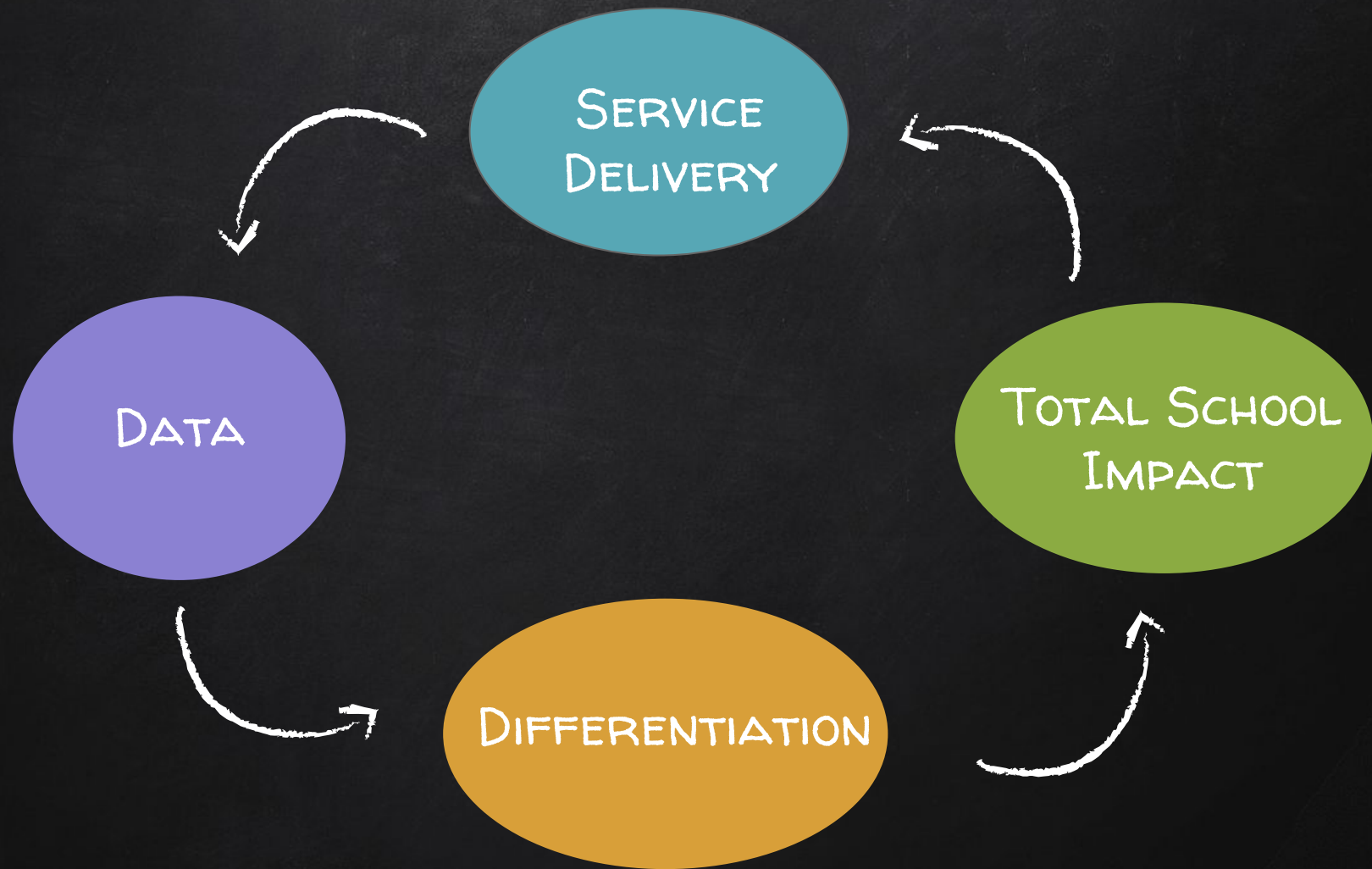
What is an area of need in your current instructional environment?

How might this need be addressed?



OUTCOMES

What has the impact been across our district?



DATA

Third Grade AIG Status		
School Year	% of Non-LI/TD Magnet Second Grade	% of LI/TD Second Grade
2011-2012	10.1%	33.7%
2012-2013	12.62%	35.96%
2013-2014	9.6%	39.37%
2014-2015	13.18%	44.95%

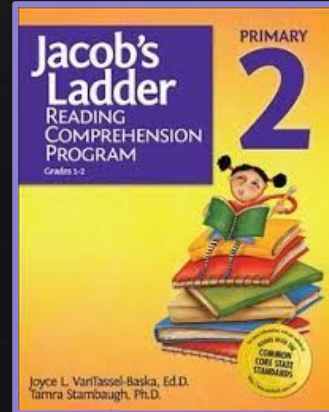
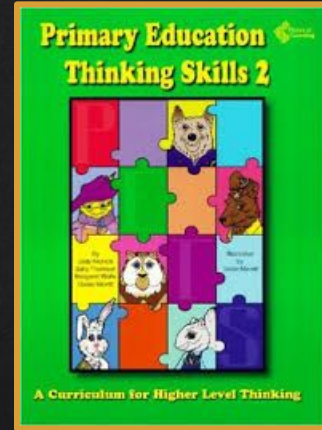
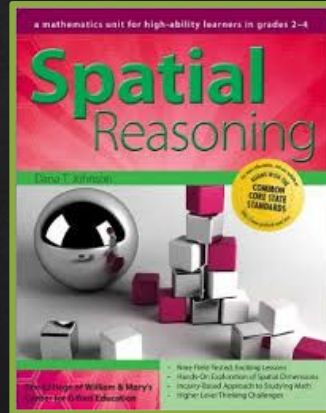


“The K-2 nurturing units have definitely been a **challenge** for my Learning Immersion population, but whether or not a child certifies as TD, I have seen **growth** within each child.”

--2nd Grade Learning Immersion Teacher

DIFFERENTIATION

- Purchase of other supplemental materials and curricular resources to support K-2 learners
 - Project M2 Math
 - Jacob's Ladder Primary 1 and 2
 - U-STARS Plus
 - P.E.T.S.
 - CFGE Units
 - Math
 - Science
 - Literacy
 - Social Studies



SERVICE DELIVERY

- K-2 teachers are growing professionally in their ability to implement higher level, rigorous instruction with students.
- Needs of high-ability K-2 learners are better met.
- Students are growing in the areas of critical thinking, reasoning, problem solving, and conceptual knowledge.
- Instructional opportunities are increased for more advanced students.
- Classroom environment nurtures gifted potential.
- Collaboration has increased between TD Catalyst Teachers, LI/TD Magnet Coordinators, and classroom teachers.

TOTAL SCHOOL IMPACT

- Awareness of the need to nurture potential giftedness in K-2 in school and district-level administrators
- A fluid, cohesive program is in place for K-5 which results in academic growth for all students
- Increased engagement and opportunities for enrichment and appropriately challenging learning experiences for young elementary learners
- Enhanced communication with families and stakeholders to ensure appropriate instruction and advocacy is occurring



“Ensuring a nurturing learning environment for our K-2 students is essential to academic growth. Our students are flourishing as a result of professional development and unit implementation developed by the K-2 Nurturing Team. They are better prepared for the 2nd grade screening process and success in third grade and beyond!”

-Academic Facilitator
LI/TD Magnet School



NEXT STEPS

What are our future plans?
How will we continue this work?

WHAT'S NEXT?

- Creation of fourth concept-based unit for each grade level
- Creation of additional professional development sessions focusing on Motivation/ Perseverance/ Leadership, Perspective/Sensitivity/Humor, Creativity
- Further revisions of K-2 Units

STAY CONNECTED...

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Challenging Students. Maximizing Potential.